



# Saint Norbert's Catholic School

## Safeguarding Policy

Date Adopted: Autumn 2018 (LCC Version 11)  
Date of Review: Autumn 2019



**ST. NORBERT'S**  
CATHOLIC PRIMARY SCHOOL

### **Our Mission Statement**

**St. Norbert's strives to nurture and develop the whole child through a**  
**Love of God**  
**Love of one another**  
**Love of life itself**

*Article 3- The best interests of the child must be top priority in all actions regarding children.*

*Article 19- Children should be protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone who looks after them.*

*Article 36- Children must be protected from things that could harm them*

# Schools Child Protection and Safeguarding Policy Framework for Children and Young People

<b>PERSON RESPONSIBLE FOR POLICY:</b>	JENNA WITHERS
<b>APPROVED:</b>	26.01.2017
<b>TO BE REVIEWED:</b>	<i>SPRING 2019</i>

At St. Norbert's Catholic Primary the named personnel with designated responsibility for safeguarding are:

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
Jenna Withers	Sharon Bools Sam Morton	Phil Callow

**The named personnel with Designated Responsibility regarding allegations against staff are:**

<b>Designated Senior Manager (normally the Headteacher)</b>	<b>Deputy Designated Senior Manager</b>	<b>Chair of Governors (in the event of an allegation against the headteacher)</b>
Mrs J Withers	Sam Morton or Sharon Bools	Janet Havemann Bowser

## **SAFEGUARDING DEFINITION:**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes  
[\("Working Together to Safeguarding Children" DfE 2015\)](#)

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **RATIONALE:**

At St. Norbert's we recognise the responsibility we have under Section 175 (LA Schools)/157 (academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the schools commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work

with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

## PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St. Norbert's.

They are consistent with Lincolnshire Local Safeguarding Children's board (LSCB) multi-agency child protection procedures. [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb)

## TERMINOLOGY:

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

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There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in [Keeping Children Safe in Education - September 2016](#) together with the school's individual procedures.

## 1 PREVENTION

The school will establish an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils. Safeguarding board in the staffroom and Parent pocket guides for parents. We also display NSPCC information for children around the school.
- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- 1.6 It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure.
- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ [Keeping Children Safe in Education - September 2016](#).

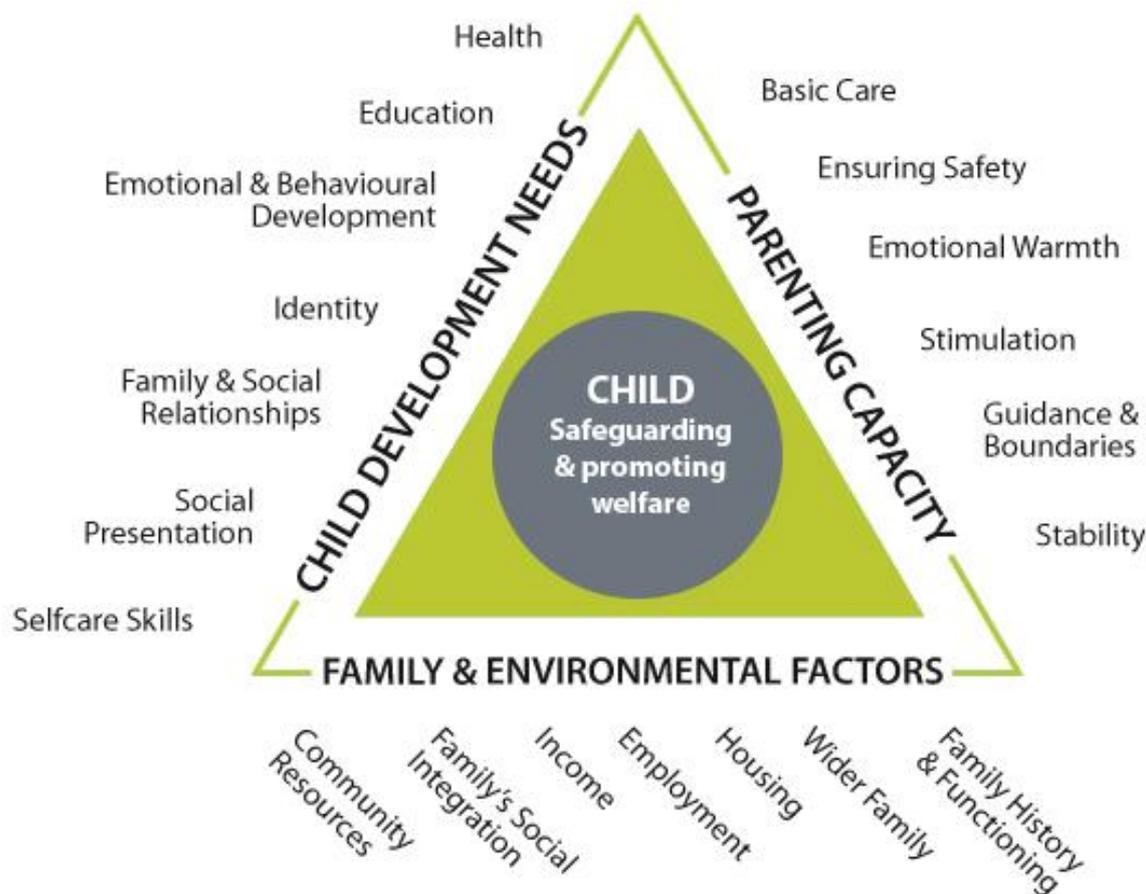
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- 1.10 Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- 1.11 It works in accordance with '[Working Together to Safeguard Children 2015](#)' and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.
- 1.12 Our school's arrangements for consulting with, listening and responding to pupils are time with a designated Teaching Assistant or the Inclusion Manager. A range of strategies are used to support this including pupil surveys. School Council audit and collect views. Worry Boxes are used. Class P4C/Circle time sessions on a range of subject matter.
- 1.13 There is a commitment to the continuous development of staff with regard to safeguarding training;
- All staff follow the LSCB 5 year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, and safeguarding training at least annually to enable them to understand and fulfil their safeguarding responsibilities effectively.
  - In addition the DSL completes training at least every 2 years to help them understand their role and responsibilities.
  - The Designated Lead also follows the LSCB 5 year training pathway and attends the LSCB Inter-Agency Safeguarding training.
  - Schools should consider whether they have one or more deputy safeguarding lead(s). Any deputy should be trained to the same standard as the designated safeguarding lead.
  - The Designated Safeguarding Lead, and/or Deputy attend the briefings for Designated Safeguarding Leads coordinated by the Safeguarding in Schools Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in Lincolnshire. The expectation is that the Designated Lead will attend at least 2 briefings per academic year.

## **2 EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**

In Lincolnshire we have adopted an Early Intervention approach to addressing all children's needs. There is an expectation that all schools use the Early Help Assessment to identify the holistic needs of a child and seek support through the Early Help Consultants or Team Around the Child Coordinators. (refer to section 2.7 for the specific types of support on offer)

- 2.1 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap.

- 2.2 All staff should understand the [‘Meeting the Needs of Children in Lincolnshire’](#) procedures and know how to pass on any concerns no matter how trivial they seem. They are consistent with Lincolnshire's Local Safeguarding Children’s (LSCB) child protection procedures.
- 2.3 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each.
- 2.4 .4 The school knows how to identify and respond to:
- Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional
  - Neglect – appendix 3 and 4 and useful information in the [Safeguarding in Schools Training Package](#) and on the [NSPCC website](#)
  - [Drug/substance/alcohol misuse \(both pupil and parent\)](#)
  - [Child sexual exploitation / trafficked children](#)
  - [Children missing education](#)
  - [Domestic abuse](#)
  - [Sexting](#)
  - [Peer on peer abuse](#)
  - [Risky behaviours including concerns around extremism/radicalisation](#)
  - [Sexual health needs](#)
  - [Obesity/malnutrition](#)
  - [Inclusion and diversity including SEND, HIV, LGBT pupils](#)
  - On line grooming – [E Safety Advice here](#)
  - Inappropriate behaviour of staff towards children – see section 14
  - [Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.](#)
  - [Self Harm](#)
  - [Female Genital Mutilation](#) & [Multi-agency statutory guidance on FGM – April 2016](#)
  - [Forced Marriage](#)
  - [Unaccompanied asylum seeking children](#)
  - [Looked after Children](#)
  - TAC
  - CIN
  - PP
  - CP
  - EVER 6
  - New to country
  - New to school
  - Out of county transfer
- 2.5 School staff contribute to assessments along the ‘*Continuum of Need*’ (see Appendix 2) and actively support multi agency planning for those children. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child’s development needs, parenting capacity and family & environmental factors.



## 2.5 Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working Together to Safeguard Children \(2015\)](#) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at [www.lincolnshire.gov.uk/ESCO](http://www.lincolnshire.gov.uk/ESCO) All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at [www.lincolnshirechildren.net](http://www.lincolnshirechildren.net)

## 2.6 What is Team Around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC;

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

2.7 **Support and Guidance Available;** Please refer also to the LSCB Website and publications (Particularly '[Meeting the Needs of Children in Lincolnshire](#)') at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb). In addition the following staff are available to support professionals;

**Early Help Advisors** are available to support professionals. These advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

**Early Help Consultants** provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality or email [or email earlyhelpconsultants@lincolnshire.gcsx.gov.uk](mailto:earlyhelpconsultants@lincolnshire.gcsx.gov.uk)

**TAC Administrators** provide administrative support, maintain records, monitor processes, and can signpost professionals to local services. Contact [tacadmin@lincolnshire.gcsx.gov.uk](mailto:tacadmin@lincolnshire.gcsx.gov.uk)

**Further Support for Schools and Academies** In addition to the support outlined above, and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can be also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at [www.lincolnshirechildren.net/tac](http://www.lincolnshirechildren.net/tac)

2.8 The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry. The DSL will ensure induction of all new staff will be robust with a focused safeguarding session.

### 3 PROCEDURES AND RECORD-KEEPING

St. Norbert's will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([section 4 of LSCB Inter-Agency procedures](#))

Staff who have a concern about a child or where a child has made a disclosure to them must complete a logging concerns form. These are located in the staffroom. This form must be immediately handed to a designated safeguarding lead.

The school will ensure that:

- 3.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
  - used fairly and lawfully
  - for limited, specifically stated purposes
  - used in a way that is adequate, relevant and not excessive
  - accurate
  - kept for no longer than necessary
  - handled according to people's data protection rights
  - kept safe and secure.
- 3.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.
- 3.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these electronic records will be controlled by the Headteacher and Designated Safeguarding Lead.
- 3.4 There is always a Designated Safeguarding Lead/Deputy (DSL) available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 3.5 The Policy is updated at least annually and that changes are made in line with any new DfE or other government departments guidance.
- 3.6 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.
- 3.7 Staff must report any concerns about adults who work with children or young people to the headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Section 4 of Keeping Children Safe in Education - **September 2018**) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- 3.8 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- 3.9 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

### 3.10 Conversations with a child who discloses abuse should follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.

### 3.11 Job Description of the DSL

The DSL/D role has lead responsibility for all child welfare and child protection issues

The DSL must be a senior member of the leadership team with the appropriate status, authority, time, funding, training, resources and support for the role.

All DSD's should be trained to the same standard as the DSL, work with the DSL or act in their absence.

The DSL/D role:

Refer or support other staff to refer:

- Suspected abuse to Children's Social Care
- Concerns about radicalisation
- Persons dismissed/left due to risk or harm to a child to the Disclosure and Barring Service
- Cases where a crime may have been committed to the Police as required.

Liaise with:

- The Head or Principal about e.g. ongoing section 47 enquiries and police investigations
- The "case manager" and the Local Authority Designated Officer (LADO) about any child protection concerns relating to a staff member
- Staff and provide support, advice and expertise about safety, safeguarding and referrals
- Contributing to the assessment of children by working with all appropriate agencies & the local authority, including attendance at strategy discussions & multi-agency meetings Ensure your safeguarding policies are:
  - Known, understood and used appropriately
  - Reviewed annually with your governing bodies or proprietors
  - Available publicly Raise awareness to ensure that:
    - Parents are aware that referrals about suspected abuse or neglect may be made and understand the role of the setting in this
    - The setting liaises with the LSCB about training & local safeguarding policies

Training:

Attend relevant & refresher courses at least every 2 years & receive & understand updates of the knowledge & skills for the role, including:

- Assessment process for early help & intervention
- Child protection case conferences
- Safeguarding policy and procedures
- Children in need, those with special educational needs & young carers
- Keeping detailed, accurate, secure written records of concerns and referrals
- The Prevent duty & radicalisation
- Encourage a culture where staff take the wishes & feelings of children seriously
- Providing regular staff updates about safeguarding issues

Safeguarding file:

When children leave the setting, the DSL/D must ensure their file is securely transferred to their new setting, separately from the main pupil file, as soon as possible & receipt is confirmed

Availability:

- During term time hours the DSL/D should be available in person (or exceptionally by phone) to discuss safeguarding concerns
- Settings should arrange appropriate cover for the DSL/D role for out of hours or holiday activities involving children

#### 4 ROLES AND RESPONSIBILITIES

The school will ensure that every member of staff and person working on behalf of the School:

- 4.1 Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.
- 4.2 has read part 1 of [Keeping Children Safe in Education – 5<sup>th</sup> September 2016](#).
- 4.3 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 4.4 knows what to do if a child tells them he/she is being abused or neglected (appendix 5) and [What to do if you are worried a child is being abused – Advice for practitioners](#).
- 4.5 Will receive training at the point of induction and at regular intervals as required, but at least annually, so that they know:
  - their personal responsibility / code of conduct / teaching standards
  - School and LSCB child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses significant harm
  - in addition the DSL completes training at least every 2 years to help them to understand their roles and responsibilities.
- 4.6 Knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children.
- 4.7 The DSL will disclose any information about a pupil to other members of staff on a need to know basis.
- 4.8 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 4.9 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 4.10 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 4.11 Ensure that, where there are unmet needs, an Early Help discussion is initiated. Advice may be sought from the Early Help Consultants in the locality.
- 4.12 Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.

- 4.13 Notify any allocated Social Worker if:
- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
  - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 4.14 Follow Lincolnshire's policy and statutory guidance on Children Missing Education (CME).
- 4.15 Ensure all staff in scope of the Disqualification by Association '[Disqualification Under the Childcare Act 2006](#)' have completed a Disqualification Declaration
- 4.16 Ensure that all staff are aware of their duties under the [Serious Crimes Act 2015](#) to report known instances of female genital mutilation (FGM) to the police via the 101 number
- 4.17 Will monitor pupils closely after holidays and periods of sustained/unexplained absence. In some cases it may be appropriate for staff to complete Holiday account activities with pupils.

## 5 SUPPORTING VULNERABLE PUPILS AT RISK

Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. Additional barriers can exist to the recognition of abuse and neglect which can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
- vulnerable children can disproportionately be impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ LSCB multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)

- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)
- Following Lincolnshire's procedures for [Child Sexual Exploitation](#) including using the CSE Risk Assessment Toolkit as necessary.

## 6 EXTREMISM AND RADICALISATION

- 6.1 St. Norbert's seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

St. Norbert's is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"

This school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015

### 6.2 Risk assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk)

### 6.3 Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account [policies and procedures of Lincolnshire Safeguarding Children Board](#)

The key aim of the [PREVENT strategy in Lincolnshire](#) is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement

- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

#### **6.4 Staff training**

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the [LSCB website](#). Face to face learning is available to book via the [Stay Safe partnership website](#).

The DSL will ensure annual safeguarding training takes place and will keep records of this.

The DSL will ensure after a sustained period of absence staff are provided with a safeguarding refresher induction session.

#### **6.5 Referral Process**

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided [channel@lincs.pnn.police.uk](mailto:channel@lincs.pnn.police.uk) Before doing this the school should contact [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or [PREVENT@lincolnshire.gov.uk](mailto:PREVENT@lincolnshire.gov.uk) to seek advice and support to see if a Channel referral is appropriate. The school may also email [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

#### **6.6 IT policies**

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.

Settings can require pupils and staff to abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

#### **6.7 Monitoring and enforcement**

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any

failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

## **6.8 Wider issues to consider:**

These are some further areas to consider in implementing the prevent agenda:

- Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, [www.lincolnshire.gov.uk/emtet](http://www.lincolnshire.gov.uk/emtet)

## **7 FEMALE GENITAL MUTILATION (FGM)**

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

## **8. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)**

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Sexting or youth produced sexual imagery does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can then be transferred, forwarded, downloaded, uploaded and shared.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

We follow the guidance and principles in the document, 'Sexting in Schools & Colleges: Responding to incidents and safeguarding young people.'

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures;

When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

### **Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, ['Searching, screening and confiscation at school'](#).

## **9 PEER ON PEER ABUSE (Section 1-Informed from Ofsted Guidance/created by J.Withers)**

### Introduction to abuse and harmful behavior

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

### Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has

engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or

distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

#### Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

#### Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

#### Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

#### Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen

next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

#### Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

#### Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you

are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

#### Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

#### Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through a TAC/EHA/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or

protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

#### After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

#### Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

#### References

Whatis.com <http://whatis.techtarget.com/definition/cyberbullying>

New Choices Inc <http://newchoicesinc.org/educated/abuse/TDV/def>  
This is abuse campaign  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/410010/2015-03-08\\_This\\_is\\_Abuse\\_campaign\\_summary\\_report\\_\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report__2_.pdf)  
Stop bullying.gov  
<http://www.stopbullying.gov/what-is-bullying/definition/index.html#types>  
EACH resources for LGBT  
CEOP  
<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sextingmean/>

## PEER ON PEER ABUSE (Section 2 Lincolnshire Guidance)

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

### **Types of abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth Produced Sexual Imagery (Sexting)
- Initiation/Hazing
- Prejudiced Behaviour

We constantly develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage issues in a reactive way.

We recognise that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting our pupils to talk about any issues and through sharing information with all staff.

We support this by ensuring that our school has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

### **Expected action taken from all staff**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, we follow simple steps to help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; we do not use the word perpetrator, as this can quickly create a 'blame' culture and leave a child labelled.

All staff are trained in dealing with such incidents, talking to pupils and instigating immediate support in a calm and consistent manner. Staff are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

All incidents are recorded and shared with the designated safeguarding lead. Information is shared appropriately with parents/carers.

Further detail is within our peer on peer abuse policy.

## **10 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES**

The school pays full regard to DfE guidance [Keeping Children Safe in Education – September 2016](#) and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate. We do this by:

- 10.1 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the ['Teacher Services' system](#)) and the right to work in England checks in accordance with DBS and Department for Education procedures.
- 10.2 In February 2015 the DfE issued additional guidance about disqualification by association ['Disqualification Under the Childcare Act 2006'](#) which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age-all day) or later years (children under the age of 8 if attending childcare clubs before or after school). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.
- 10.3 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- 10.4 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance [Keeping Children Safe in Education – September 2016](#) and LSCB, LADO and HR Policy, procedures and guidance.
- 10.5 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 10.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 10.7 Supporting staff confidence to report misconduct.
- 10.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. The local authority recommend as best practice that at least one person in school has completed the LSCB face to face Safer Recruitment within the last 5 years. At least one person in school should have completed the LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available. Training is available to book at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb) (click 'Training')

## **11 WHISTLEBLOWING PROCEDURE**

Maintained schools should follow the Lincolnshire County Council whistleblowing arrangements. The school should have a copy of Lincolnshire CC's whistleblowing arrangements which can be tailored to fit the school's circumstances. The LCC policy and process for schools can be found at <https://www.lincolnshire.gov.uk/111773.article>

There should be at least one member of staff and at least one governor who other members of staff can contact if they wish to report concerns. School staff can also contact the local authority on 0800 0853716 or [whistleblowing@lincolnshire.gov.uk](mailto:whistleblowing@lincolnshire.gov.uk) in case a staff member feels they should report to someone outside the school.

Academies and Independent Schools are responsible for agreeing and establishing their own whistleblowing procedures.

The governing body minutes should include a record of:

- The school's whistleblowing arrangements
- the people in and outside the school that staff members should report concerns to

Every member of staff must be informed of the school's whistleblowing arrangements.

Every staff member, including temporary staff and contractors, should know:

- what protection is available to them if they decide to report another member of staff
- what areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure
- the different routes available to them for reporting a concern, including who they can approach both in and outside the school

All staff and contractors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285)** and be aware that they can use this line if:

- the school doesn't have clear safeguarding procedures to follow
- they believe their concerns won't be dealt with properly or may be covered-up
- they have raised a concern but it hasn't been acted upon
- they are worried about being treated unfairly.

They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

## 12 COMMUNICATION WITH PARENTS AND CARERS

The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

The Governing Board fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Board have agreed processes which allow them to monitor and ensure that the school:

- 13.1 Has robust Safeguarding procedures in place.
- 13.2 Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- 13.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- 13.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.
- 13.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- 13.6 Is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- 13.7 Carries out an annual review of the Safeguarding policy and procedures.
- 13.8 Carries out an annual Safeguarding Audit in consultation with the Governing board, sharing this with the LSCB/Safeguarding in Schools team on request. Support available with this via [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk)

#### **14 (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN**

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who works with children. The Head teacher must be notified or, where the allegation is against the Head teacher, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe. **All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO).** (contact information numbers in Appendix 1) Further guidance is in part 4 of the statutory document; [Keeping Children Safe in Education – September 2016](#) )

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

A LADO referral form (coming out Autumn 2017) should be completed for each contact with LADO & emailed to [LADO@lincolnshire.gcsx.gov.uk](mailto:LADO@lincolnshire.gcsx.gov.uk)

This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place – i.e. the allegation may relate to the individuals personal life or be historic.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

## 15 OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

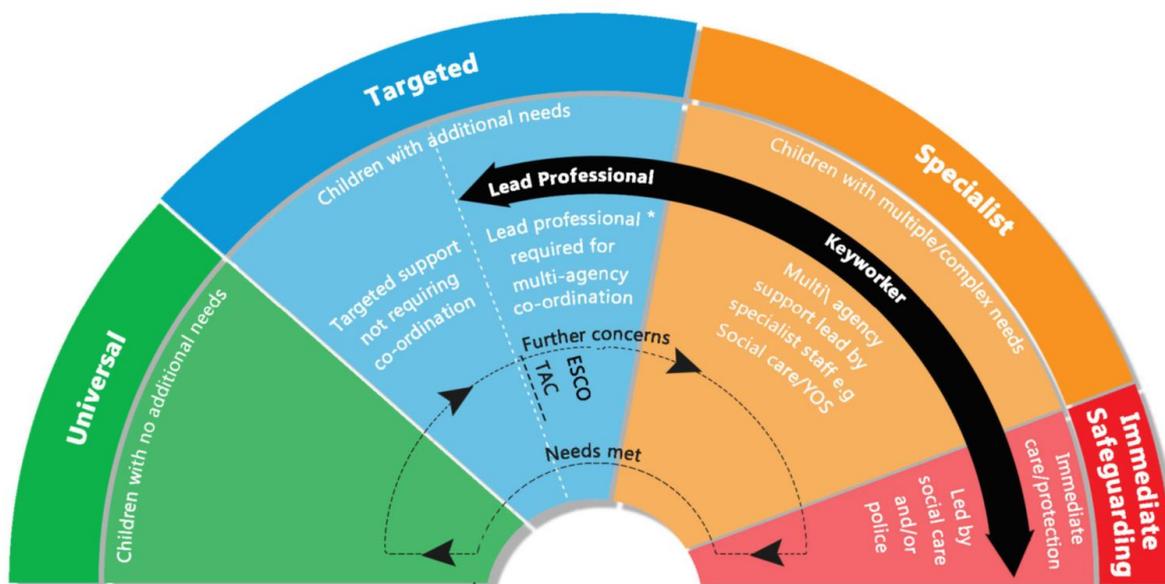
- **Acceptable Use policy**
- **Anti-Bullying policy**
- **Attendance policy**
- **Behaviour policy**
- **[Child Sexual Exploitation Toolkit and procedures](#)**
- **Children Missing Education policy**
- **Complaints procedure/policy**
- **Data Protection/Information Sharing protocol**
- **[Domestic Abuse Resource pack & policy](#)**
- **[Extremism and Radicalisation PREVENT guidance](#) & policy**
- **[E-Safety guidance](#) & policy**
- **[Guidance for Safer Working Practice for Adults who work with Children & Young People in Education Settings](#)**
- **Intimate Care policy**
- **[Keeping Children Safe in Education September 2016](#)**
- **[Meeting the Needs of Children in Lincolnshire](#)**
- **[Peer on Peer Abuse policy](#)**
- **[Professional Resolution and Escalation Protocol Flowchart](#)**
- **Pupils living with HIV procedures**
- **[Sexting in Schools & College Guidance](#)**
- **SEND policy**
- **Staff Code of Conduct / Staff Handbook**
- **[Team Around the Child \(TAC\) Handbook](#)**

- [Working Together to Safeguard Children March 2015](#)

# Staying Safe

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

<b>Designated Safeguarding Lead</b>	<b>Jenna Withers</b>
<b>Deputy Safeguarding Lead</b>	<b>Sam Morton or Sharon Bools</b>
<b>Our local contact numbers are:</b>	
<b>Safeguarding of children concerns</b> <i>(Children living in Lincolnshire)</i>	<b>01522 782111</b> <i>Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice</i>  <b>01522 782333</b> (6pm-8am + weekends and Bank Holidays) <b>Emergency Duty Team</b>
<b>Safeguarding of children concerns</b> <i>(Children living in other Authorities)</i>	
<b>Allegations against /concerns about adult(s) working with children</b>	<b>Staff must report concerns to the headteacher or in the event of concerns about the headteacher concerns must be reported to the Chair of Governors.</b> <b>The Head/Chair must contact LADO to discuss concerns &amp; course of action.</b> Lincolnshire Local Authority Designated Officers (LADO) <b>Paul Fisher &amp; Rachel Powis</b> <b>01522 554674</b> <a href="mailto:LADO@lincolnshire.gcsx.gov.uk">LADO@lincolnshire.gcsx.gov.uk</a>
<b>Police (Emergency)</b> <b>Police (Non Emergency)</b>	<b>999</b> <b>101</b> <b>01522 947590</b> (Lincolnshire Police Public Protection Unit, Central Referral Unit)
<b>Safeguarding Children Officer (Education Settings)</b> <i>for advice around safeguarding policy, audits etc.</i>	<b>01522 554695</b> Ruth Fox <a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a> <a href="#">Stay Safe Partnership</a> 'Safeguarding in Schools' tab



<p style="text-align: center;"><b>UNIVERSAL</b></p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> - Continue meeting child or young person’s needs as a universal service in a safe environment. Universal services will remain at all levels of need.</li> </ul>	<p style="text-align: center;"><b>TARGETED</b></p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.</li> </ul>
<p style="text-align: center;"><b>COMPLEX</b></p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.</li> <li>• Identify a lead professional to co-ordinate support and be primary link with the family.</li> <li>• Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.</li> </ul>	<p style="text-align: center;"><b>SPECIALIST</b></p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> <li>• Children’s Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children’s Social Care.</li> <li>• Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</li> </ul>

If at any point you are concerned about the safety of a child or young person, contact Lincolnshire Children’s Services Customer Service Centre

**Tel: 01522 782111**

**DEFINITIONS OF ABUSE  
“WORKING TOGETHER TO SAFEGUARD CHILDREN” 2015**

**Neglect**

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

It may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include unresponsiveness to, or neglect of a child’s basic emotional needs.

**Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

**Sexual Abuse**

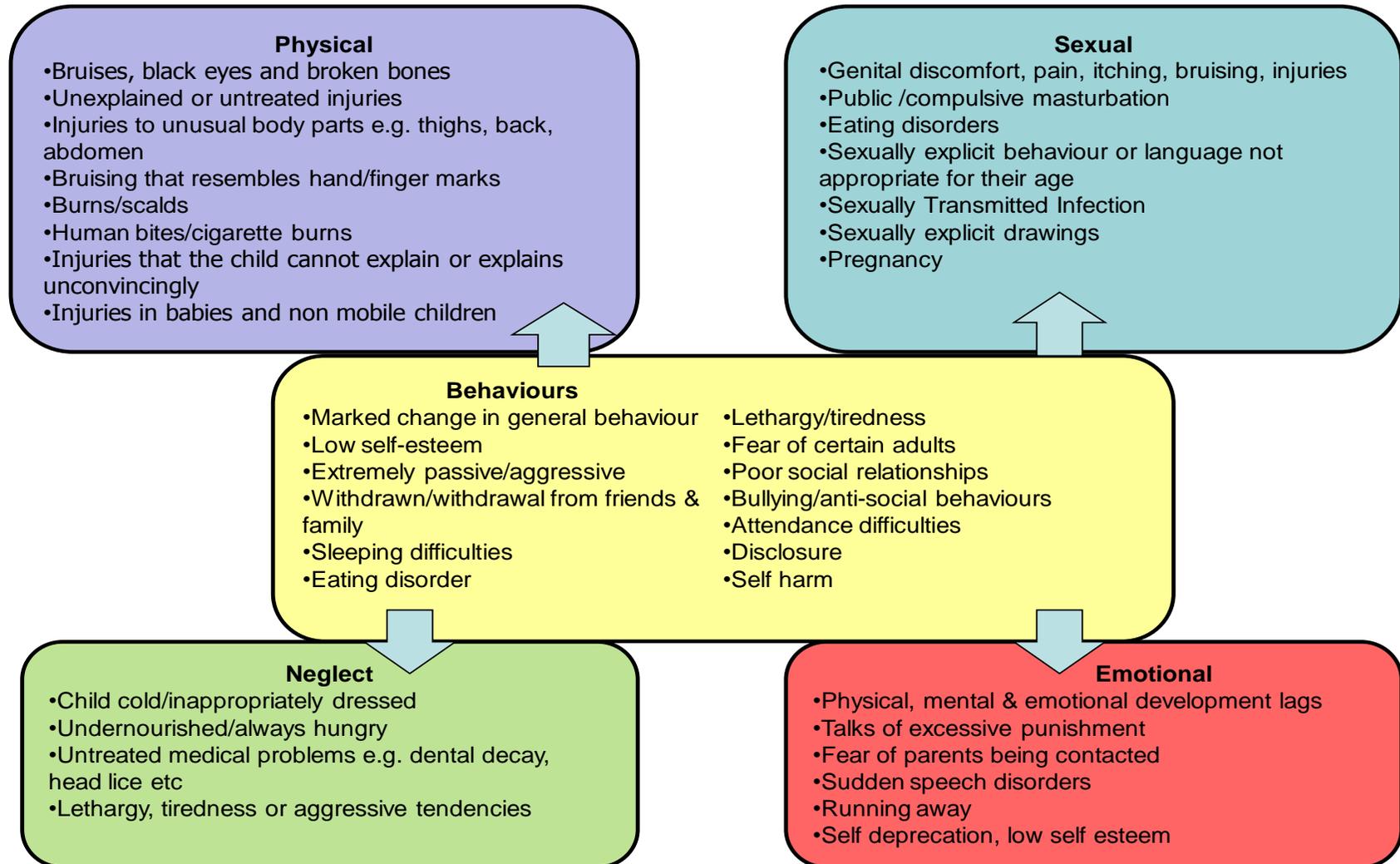
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse.

**Physical Abuse**

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non-mobile children

# Symptoms of Abuse



## Receiving Disclosures:

### Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



### Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

### Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

#### Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



*Records should be reviewed regularly and any new concerns should be added and responded to immediately.*

## The 5 Year Safeguarding Training Pathway

## Appendix 6

The statutory guidance, 'Keeping Children Safe in Education – September 2016', states 'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.'...'Governing bodies should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.

Lincolnshire Safeguarding Children Board (LSCB) & Lincolnshire County Council agree that best practice would be for all staff to undertake **annual** safeguarding training, based on the LSCB 5 year training pathway which is available at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb). Some staff find the pathway a little confusing so please see a simplified version below.

Please note there is a statutory requirement for Designated Safeguarding Leads to attend training at least every two years that helps them understand their role and responsibilities. DSL's are reminded to ensure they complete their safeguarding refresher training and are strongly encouraged to attend training offered by the Early Help teams, e.g. Early Help & TAC Record Keeping, Voice of the Child etc. and attend TAC briefings. [www.lincolnshire.gov.uk/tac](http://www.lincolnshire.gov.uk/tac)

Lincolnshire Safeguarding Children Board (LSCB) 5 year training pathway is available at [www.lincolnshire.gov.uk/lscb](http://www.lincolnshire.gov.uk/lscb). Settings should plan their own 5 year pathway using training provided by a range of partners, e.g. LSCB, Stay Safe Partnership etc. in order to suit the needs of the school community. This should be adapted in order to reflect local and national guidance. Below is an example specifically for schools;

5 Year Cycle Training Pathway <u>Example</u> for Designated Safeguarding Leads (DSL)	
<b>Year 1</b>	Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning <b>and</b> LSCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting.
<b>Year 2</b>	Complete another Safeguarding course, e.g. PREVENT
<b>Year 3</b>	Complete Safeguarding Children Refresher training. This could be the LSCB E-learning
<b>Year 4</b>	Complete another Safeguarding course, e.g. Awareness of Domestic Abuse and voice of the child course
<b>Year 5</b>	Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World

5 Year Cycle Training Pathway <u>Example</u> for all other members of staff	
<b>Year 1</b>	Complete Basic Awareness Safeguarding training. This may be the Safeguarding in Schools 'Training Package' which is updated annually, delivered by the DSL or a DSL from a partner school. The package may be presented in one longer session or completed over several sessions. The LSCB 'Awareness of Child Abuse & Neglect Foundation E-Learning' is a suitable alternative, however, please note that if the E-Learning is being undertaken, staff <b>MUST</b> be made aware of safeguarding procedures and policies specific to your setting, including safer working practices and procedures for reporting concerns about adults who work with children and young people.
<b>Year 2</b>	Complete another safeguarding course/session, e.g. PREVENT. This may be face to

	face/e-learning or attending an in-house session.
<b>Year 3</b>	Complete a Safeguarding Children Refresher course. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-Learning.
<b>Year 4</b>	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.
<b>Year 5</b>	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.

Schools should plan the 5 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates. . Include evidence of staff training and safeguarding input at staff meetings/in-house updates etc., of which there may be several annually.

upport is available from [safeguardingschools@lincolnshire.gov.uk](mailto:safeguardingschools@lincolnshire.gov.uk)

We offer three support packages;

- 1) The Training Package containing a Trainer Manual, delegate workbook, PowerPoint presentation with training notes along with certificate templates.
- 2) Self-Assessment online Safeguarding Audit tool
- 3) Termly Safeguarding Briefings – an opportunity to regularly meet with other designated safeguarding leads, discuss the latest updates and hear from a range of speakers on a variety of safeguarding topics.





**Logging a concern about a Child's Safety and Welfare**

Child's First Name	Surname/Surnames:	Child's DOB:
Parents First name if known	Surname/Surnames:	Parents DOB:
Are there other children in the family? If yes, please give details.		
Home Address:		
Person Completing Form(print):		Job Title:
Date:	Time:	Signature
Nature of concern or incident-record factually (Who,What,Where,When)		
Pupil Account/Perspective:		
Professional Opinion about concern or incident:		
Any other relevant Information ( distinguish between fact & opinion) previous concerns etc:		
Action taken including who else informed (if child on CP register or an open case to Children's Social Care DP must inform the key worker/social worker)		
Copy of form passed to DSL: (Time and Date)		
Date	Signed by DP	
Action taken by DSL with reasons/ Any advice sought:		
DSL has provided feedback to person filing concern: Yes/No		
Parents Informed: Yes/No ( Reasons and Time/Date)		
Has Body Map sheet been completed and attached : Yes/No		

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

